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CHAPTER I

INTRODUCTION

A. Background of the Problem

Indonesia as one of countries positioning English as Foreign Language (EFL) determined English as the compulsory subject at all educational levels from elementary schools to university. This status sometimes arise difficulties to produce correct pronunciation. It is caused by interference of first language or native language which is much different from English. (Odlin in Eraslan, 2014)

Interference or language transfer is the issue which mostly happens in the learning of the secondary, or the foreign language. There are six possible directions that L1 influence might take in relation to L2 proficiency: (1) L1 influence decreases with increasing L2 proficiency; (2) L1 influence increases with increasing L2 proficiency; (3) L1 influence remains constant with increasing L2 proficiency; (4) L1 influence ultimately decreases, but nonlinearly; (5) L1 influence ultimately increases, but nonlinearly; (6) L1 influence ultimately never decreases nor increases, but its presence continually fluctuates as L2 proficiency increases. (Jarvis 2000)

There are three types of interference, namely phonological interference, grammatical interference and lexical interference. (Wenrich, 1953). Among the interference, the type of interference on phonology level often occurs and becomes the focus of the research. However, investigation on

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Indonesian students' mother tongue interference in pronouncing English sounds is still limited.

The issue of phonological interference of a number of previous research focused on Korean phonological interference in Bahasa Indonesia (e.g. Yuniar, 2014), Javanese phonological interference in English (e.g. Setyowati and Damhuri, 2014), Nias phonological interference in Bahasa Indonesia (e.g. Gulo, 2014), Sundanese phonological interference in Bahasa Indonesia (e.g. Zimmer, 2002), Dutch (e.g. Bless, 2015), Tamil (e.g. Maniam, 2010), Nigeria (e.g. Patrick et.al., 2013), Kanji (e.g. Yamazaki et.al., 2016), Polish (e. g. Schwartz, 2012). From the data above, it can be seen that research on interference of Indonesian student's mother tongues in pronouncing English sounds is rarely conducted by the researchers. It is only found one research conducted by Setyowati and Damhuri (2014) for Javanese phonological interference in pronouncing English sound. This fact opens big opportunity to investigate the interference of other students' mother tongues. It is important since Indonesia consists of multi ethnics with various local languages in which each language has its phonological system which is different from English phonological system.

In addition, based on researcher's preliminary study at State Islamic University of Sultan Syarif Kasim Riau on October 2018, it was found that some students of English Education Department pronounced English sound incorrectly. It seems that their sounds production was influenced by their mother tongues. For example: when they pronounce the word *picture*

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they produce /ə/ with /e/ in /pɪk.tʃə r / and *first* they produce /ɜ/ with /i/ in /'fɜ:st/. Referring to Chitravelu (1995), it seems that the student's problem in pronouncing English sound was influenced by their mother tongues.

Based on explanation of the problem above the researcher is interested to investigate this case entitled: **Mother Tongue Interference in Pronouncing English Sounds (A Case of Students at English Education Department of State Islamic University Sultan Syarif Kasim Riau).**

B. Problem

1. Identification of the Problem

Based on the description of the problem above, there are some problems that can be identified as follows:

- a. Why mother tongue interference influence student's English pronunciation?
- b. Why does interference occur in pronouncing English?
- c. How does interference occur in pronouncing English?
- d. What are the factors does student's mother tongue interference?
- e. How to find student's mother tongue interference?

2. Limitation of the Problem

From identification of the problem above, the researcher focuses on interference of student's mother tongue in producing English sound. In this regard the researcher focuses on Riau Malay Kampar dialect language interference.

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3. Formulation of the Problem

The problem of this study is formulated in the following questions:

- a. What are the English sounds which are interfered by student's mother tongue?
- b. What are the factors that influence student's mother tongue interference in pronouncing English sounds?

Objective and Significance of the Research

1. The objectives of this research are:
 - a. To describe the sound of English which are interfered by student's mother tongue.
 - b. To explore the factors that influence student's mother tongue interference in pronouncing English sounds

2. Significance of the Research

Related to the objectives of the research above, the significances of the research are as follows:

- a. To fulfill of the requirements for the researcher to complete his undergraduate Study Program (S1) of English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.
- b. The research findings are to give information to students about how to solve the mother tongue interference in pronouncing English.

- c. To develop and enrich the researcher's knowledge in term of mother tongue interference in pronouncing English.

D. Definition Of Key Term

1. According to Richards (1992), interference is the use of a native-language pattern or rule which leads to an error or inappropriate form in the target language.
2. According to Richards (1992), mother tongue is a first language which is required at home.
3. Pronunciation is the way in which a word or letter is said, or said correctly, or the way in which a language is spoken.

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